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AUTHOR	Farris, Charlotte J.
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ABSTRACT

This program planning kit contains information and activities on evaluation, change, leadership, and sex stereotyping which provided the basis for planning Project MOVE (Maximizing Options in Vocational Education) programs but which can be generalized and adapted for use in planning other programs. Assumptions and guidelines based upon theory and research are provided to aid in planning, presenting, and conducting acceptable, effective programs. Five important steps in planning and conducting a program are then outlined: (1) planning for the audience, (2) developing program objectives, (3) planning the program, (4) planning for evaluation, and (5) giving attention to details. Both blank and sample program planning worksheets are provided. Examples of possible activities developed by Project MOVE staff provide directions and materials for six activities which can be modified for various kinds of groups. These activities, most of which deal with awareness of sex stereotyping, are titled as follows: "Man and Woman," "Voting," "Storming Limitations," "Pat's Plans," "Great American Stereotype," and "Yes, But...." Other materials are a knowledge quiz and examples of possible fact sheets concerning sex stereotyping. (YLB)

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Project MOVE

(Maximizing Options in Vocational Education)

Program Planning Kit

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Planning and Conducting a Program

Program Planning Worksheets

Example of a Program Plan

Examples of Possible Activities

Examples of Fact Sheets

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PLANNING AND CONDUCTING A PROGRAM ON SEX STEREOTYPING*

The word "program" can be interpreted to mean a short presentation of 20 to 60 minutes, several hours, or even a workshop running for several days. A multitude of books are devoted to the topic of planning and conducting programs and workshops, as well as specific topics such as planning and conducting group activities, using media, etc. The following assumptions, guidelines, steps and examples are drawn from a variety of these resources as well as actual experiences and are provided to help you in planning presentations.

Examples specific to our topic are given to help you in using the guidelines and steps and completing the worksheets. The worksheets can be done individually or as a group for those who are working as teams and have conducted or will be conducting presentations. Information and activities on evaluation, change, leadership and sex stereotyping provide the basis for planning programs. (Educators will recognize the similarities between various aspects of this activity and planning teaching units or lessons.)

I. ASSUMPTIONS AND GUIDELINES

The following assumptions and guidelines for planning and presenting programs are based upon theory and research, the conducting of a wide variety of programs, and the results of evaluations of programs, and measurements of pre- and post-program attitudes and knowledge of participants. Project MOVE staff have found that using these assumptions and guidelines to plan and present programs increases the acceptance and effectiveness of the programs.

Assumptions for Planning and Presenting In-Service Programs

1. Males are frequently more dependent upon the male stereotype for feelings of self-confidence and self-worth than are females upon the female stereotype.

2. Though sex stereotyping and bias have negative effects upon males, the effects are more subtle or covert and thus not as easily identified and dealt with as the effects on females.

3. Both males and females are much more apt to perceive the topic as a feminist issue than a human issue.

4. Both males and females may represent the entire continuum of beliefs which include the belief that sex stereotyping is "good" as well as the belief that it should be eliminated.

* The words "sex stereotyping" might refer to legislation and could be replaced with "Title IX", "sex discrimination", or a specific aspect of sex stereotyping as in textbooks.

5. Challenging and questioning life-long attitudes, values and ideas can be threatening, cause defensiveness and result in negative reactions.

6. People have not purposely decided to be stereotyped and biased in their attitudes and behaviors; they are simply reflecting their life-long socialization processes.

7. Presenting and integrating factual information with experiential activities, such as value clarification exercises, has greater impact upon a group's attitudes and behaviors than does focusing solely on knowledge or on attitudes.

8. Using the concept of expanding work and family roles, which retains traditional roles as choices, is more acceptable and less threatening than using the concept of changing roles and/or focusing only on the labor force.

9. Because attitudes and behaviors are the result of long learning, any one meeting, class or workshop may only be able to create an awareness of the issue, provide some basic information and create cognitive dissonance.

10. If the above is done in such a way as to minimize defensiveness and negative reactions, the possibility of future change is enhanced.

Guidelines To Use In Planning and Presenting Programs

1. The topic should be established as one of human liberation with equal emphasis and attention to the effects of sex discrimination, stereotyping and bias on both sexes.

2. An open and accepting climate should be established to help minimize and deal with possible defensiveness of participants.

3. Provisions for small groups (3-5 people) should be made to encourage participants to interact and share personal experiences related to sex stereotyping and bias.

4. Group sessions should be planned to integrate cognitive information, affective experiences plus the application or use of information in professional roles whenever possible.

5. Changes occurring in both the labor force and family should be addressed; focusing solely on the labor force deals mainly with the effects of stereotyping and bias on women, whereas both men and women are concerned about possible breakdown of the family unit.

II. PLANNING FOR YOUR AUDIENCE

Even when you have a limited amount of time for presenting a program, the following steps are important for increasing the effectiveness of your program and participants' reception of it.

A. DESCRIBING YOUR AUDIENCE

1. Characteristics of the Group

Will they be teachers, teachers and administrators, students, parents, others? Mostly male, female, or both? What is their age range? Specific areas of vocational subject matter interest? Common experiences? Size of group?

Examples

Audience X - BOCES* faculty, mostly male occupational teachers plus a few female teachers and a few administrators. Age range of approximately 23 to 62, with the majority in the 40 to 50 age bracket; most of the men have worked in industry. All have previously been together for faculty and social events of the school. Maximum number will be 34.

Audience Y - Parents of adolescent students attending or possibly interested in attending BOCES. Majority will bring their youngsters. In past, more fathers than mothers have attended. Most will not know majority of others. Majority of parents in the age range of 35 to 55. Students will be 9th through 11th grade and approximately two-thirds male. Expect approximately 60 parents, 40 students.

Audience Z - Teachers from various secondary and junior high schools in BOCES district, all with responsibilities in the area of subject matter (might be industrial arts, home economics, guidance, business, English). Male/female ratio will be approximately ___:___; age range will be wide - 23 to 65, and most will/will not know each other. Size of group expected to be between ___ and ___.

2. The Audience's Attitudes About, Knowledge of and Interest in the Topic

If there is little knowledge and awareness of the topic, there may be little, if any, interest. Or, limited knowledge and awareness may be the basis for negative attitudes toward the topic. By carrying out a pre-survey or other activity, you can increase awareness and possibly provide a basis for "knowing" your audience. You might randomly select a few members of your potential audience, interview them, or request that they respond to some questions included in the kit (or you may devise your own questions). This kind of information provides an important basis for determining realistic program objectives and planning program content and activities.

* BOCES stands for Board of Cooperative Education Services and provides vocational education and special services to numerous school districts.

Examples

Audience X (BOCES faculty) - On the basis of other studies of the attitudes and knowledge of vocational teachers, and responses by some to questions, many are aware of some of the changes in the labor force but not as aware of the changes in the family. Some conservative and negative attitudes are apparent from interviews, responses to a survey, and interaction with faculty. Some, but not a great deal of, interest in the topic.

Audience Y (Parents) - Very little objective information is available for determining parents' knowledge, attitudes and interest. If students reflect their parents' knowledge and attitudes, there is minimal knowledge, some are misinformed, and attitudes tend to be conservative. Interest in the topic is probably minimal.

Audience Z (Subject matter teachers) - Discussions at professional meetings, amount of related information in their professional reading material and requests from them for materials indicate fairly receptive attitudes, some basic knowledge and some definite interest in the topic.

3. Other Common Needs, Interests, Concerns, Problems of the Group

When there is little awareness of or interest in the topic, the identification of other needs, interests and problems becomes a critical factor in planning a program. Without awareness, there usually isn't a need.(If you were to ask people who are not aware of Title IX about their interest in attending a program on that topic, they might respond with little or no interest.) By identifying other needs, interests, concerns and/or problems, it may be possible to link the topic of sex stereotyping to an expressed need or interest.

Examples

Audience X - On the basis of faculty meetings and informal discussions, many of the BOCES faculty seem concerned with the public's image of the BOCES, and the possibility of decreasing enrollment. Motivation of students is also a frequent topic of discussion.

Audience Y - Parents (and students) are usually concerned about preparation for employment and job possibilities. They typically ask about what kinds of jobs they will be trained for, what kind of salary can be expected, and if there are jobs available locally.

Audience Z - Teachers frequently express concern about students not being motivated and lacking basic skills. They also tend to express interest in new curriculum materials and teaching techniques. They like to leave a meeting or workshop with something they can actually use in the classroom.

B. POSSIBLE ASSUMPTIONS AND GUIDELINES ABOUT AUDIENCE

On the basis of the description of the audience, you can make some assumptions about "where they are coming from." These serve as guidelines for planning a program that will have maximum impact.

Examples

Audience X - Because the majority will be male, and have experienced "a man's world of work," care should be taken to present topic as a human topic, not emphasizing or focusing on women. The relationships between the changes in the work force and family need to be brought out. Care must also be taken not to antagonize or reinforce negative attitudes. Because of minimal interest in topic, but concerns about public image and enrollment, these could be used to increase interest, i.e., "Legislation that can aid in increasing enrollment."

Audience Y - Because of wide age range of parents and students, but possibility of similar attitudes, providing a program that will minimize the possibility of developing antagonism between them or their reinforcing each other will be difficult. Differences, similarities and relationships between the two groups need to be considered when planning the program. Building on their common interests in the youngsters' job futures and emphasizing the difference in how "times have changed" might be a feasible approach.

Audience Z - Majority of audience will be receptive, and they can be helpful in dealing with ones who may be negative. Focusing on their subject matter area will make topic more relevant for them.

-- Indicate prior to program that teaching materials/activities will be provided.

-- Provide "hands on" activities that relate directly to their teaching.

III. DEVELOPING YOUR PROGRAM OBJECTIVES

By considering the characteristics of the audience, your assumptions and guidelines, and the actual amount of time available for the program, you can develop realistic objectives. The objectives provide a basis for selecting content, media and activities and for evaluating the program. (Until you know where it is you want to end up, you can't plan how to get there!)

Your objectives should tell:

1) where you want to go (observable behavior),
2) how you are going to get there (conditions),
3) how you will know when you are there (performance level).

Part 1, where you're going, is actually the observable behaviors you hope your audience will demonstrate. Part 3, how you'll know when you're there, is actually the performance level that describes how well the audience will demonstrate the behavior and provides the basis for evaluating your program. Part 2, how you are going to get there, are the conditions - the activities - what your program will consist of.

Your objectives may also be classified or stated in terms of

1) knowledge
2) attitudes
3) skills

A program does not have to have objectives for all three areas of learning, but ones for both knowledge and attitudes do seem to be necessary when dealing with sex stereotyping. Including a skill objective can provide participants with a sense of accomplishment and a concrete learning that can be used in other situations.

Begin your program planning by writing part 1, where you want to go, what you hope your audience will be able to do as a result of your program. Parts 2 and 3 can be filled in as you are developing your program.

The following chart provides examples of the 3 parts of an objective and the 3 kinds of objectives:

	A) Knowledge Learning	B) Attitude Learning	C) Skill Learning
1. Observable Behavior (what audience will learn)	-- gain greater understanding of how the labor force and family has changed	-- identify how sex stereotyping has affected their responses to problem situations	-- identify sex stereotyping in language and pictures
2. Conditions (Activities by which they will learn)	-- respond to and discuss a short quiz on the changing labor force and family	-- comparing their responses with others for problems that were exactly the same except for the sex of the person	-- working with a small group in editing some curriculum or other material
3. Performance Level (Evaluation of how well they learn)	-- indicate on the program evaluation form they did learn new information	-- indicate on the program evaluation form they are more aware of sex-stereotyped attitudes they have held	-- indicate for an example on the evaluation form what words are sex-stereotyped

IV. PLANNING THE PROGRAM

The audience plus the actual amount of time you have for a program are major factors in determining your objectives and your program plan for reaching your objectives. Other factors that need to be considered for a successful program include advance arrangements, selection and preparation of materials, selecting, modifying or creating activities, sequencing and timing of activities, practicing your part, i.e. presenting information, introducing media, explaining an activity,

etc., and assigning and coordinating responsibilities if more than one person is presenting the program. The attached page, "Workshop Leader's Role," (from A Handbook for Workshops on Sex Equality in Education, APGA, 1976) provides some strategies for workshop leaders.

A. ACTIVITIES AND MATERIALS

Though consideration of all the factors is important, the activities and materials you select for reaching the objectives are of critical importance. If characteristics of the group and objectives are to be taken seriously, learning materials and activities which consider the group's characteristics and needs and which lead to the objectives must be selected. Some guidelines to consider in selecting materials and activities include:

1. Will they maximize the possibility of participants' reaching the objectives?

2. Is there variety in the type or kind of activities?

3. Will participants be actively involved at some time in the program?

4. Will there be an opportunity for participants to interact with one another? (A small-group activity with 3-5 people helps to provide for this.)

5. Will they provide for both cognitive and affective learning?

6. If participants are to be actively involved, will the activity be one that the majority will enter into?

7. Would any one part of the program drag and/or seem excessively long? (You don't always have to show an entire film.)

8. Is the time needed for the activity realistic in terms of reaching the objective, or can it be modified, or a different activity used?

9. Will participants go away with something that has immediate application, use or relevance?

10. If you plan to have a speaker or panel, do they understand the objectives of the program?

Some activities, with explanations, that the Project MOVE staff have developed and refined are appended. The project sourcebook, Expanding Adolescent Roles, provides a variety of activities, quizzes, and fact sheets for handouts.

V. PLAN FOR EVALUATION

To determine how successful your program was, you need to base evaluation on the objectives. Feedback from the participants will usually be more open and honest if (1) you don't ask them to identify themselves and (2) the form used is not too long. Items can consist of open-ended or incomplete sentences.

Example: The most important thing I learned was _____.

This can provide informal evaluation data for both affective and cognitive learning. To make the question specifically affective, you could ask:

Example: As a result of the program, my feelings about (topic such as sex stereotyping, Title IX, etc.) are _____.

An item like this can be judged as positive, neutral or negative and can provide an indicator of whether or not an affective objective was reached.

Items for specific cognitive learnings can be true/false, multiple choice, or a short problem situation. If a cognitive objective was directed at gaining a greater understanding of the meaning of Title IX, a true/false item might be:

Example: T F Both Title IX and Title II of the VEA legislation mandate elimination of sex bias in all curriculum areas.

Items for development of skill of learning might be short problems, true/false items, or multiple choice items:

Example: Which of the following is stated in the least biased manner?

Girls, as well as boys, can do well in shop courses.

Both boys and girls can do well in shop courses.

With practice, girls will be able to do as well as boys in shop courses.

Additional items can be included to obtain participants' general reactions to the program and what activities or parts were viewed as the most or least interesting. Typically, this kind of information deals more with your personal objectives for planning future programs for similar audiences than the actual program objectives.

IV. DETAILS, DETAILS, DETAILS = SUCCESS

Have you ever attended a program where:

- it took 5 minutes to get the projector working? (If there are 30 participants, this is really 150 minutes of people's time!)
- directions for activities were confusing?
- materials were not prepared and/or ready?
- the room arrangement caused problems in seeing and/or participating?
- you weren't sure what room it was in?
- you knew very few people and had to ask names and introduce yourself?
- you really wished you had a cup of coffee or some kind of refreshment?
- small group leaders were not well prepared for carrying out their responsibilities?

Most, if not all, of these problems can be avoided by carefully thinking through the details of a program and making sure everything is available and ready prior to starting the program. Make checklists of everything you need to do before and during the actual program. Determine what can be done well in advance and what must be

done just before the program. Determine who is responsible for each detail. Plan your room arrangement in terms of the size of the group and kinds of activities participants will be involved in. Place materials where they will be used, i.e. coffee, nametags, and regisration near the entrance, but not handouts for later on, or some participants may help themselves before the program begins.

"Fail To Plan, And You Plan To Fail"

but

"Plans Are Made To Be Changed"

Even with the best of plans, you need to be prepared for the unexpected. The bulb on the projector goes, most of the participants don't arrive on time, more and different people than you planned for arrive, there's a fire drill, an activity takes much less time or is much longer than you expected, you sense the group wants to discuss a topic you hadn't planned for... What to do?

Planning a felxible time schedule, predetermining how activities might be re-arranged, and planning optional activities can help you to cope with these unknowns. If there wasn't enough time allowed for an activitiy, rather than cutting it short can you shorten another one or use handouts for it instead? If some activity doesn't work out, i.e. the film burns up, have you a backup activity ready?

You probably recognize that these are decisions, problems and changes that an educator constantly deals with. The basic skills used for planning and conducting programs and workshops are the skills an educator uses every day.

C.J. Farris/78

 Name(s) of Presenter(s): Charlotte & Dan Farris

PROGRAM PLANNING WORKSHEETS

NAME OF GROUP (such as business teachers, school faculty, etc.) 4H Adult Leaders

I. Planning for Your Audience

A. Describing the Audience

1. Characteristics of Group: Mostly adult female volunteer leaders, few who have gone to college, some in twenties, majority in 40's. Many of older ones have worked with 4H for long time - typically work with youth of own sex, providing traditional sex-role activities, projects. Majority are homemakers who are not employed outside of home.

2. Estimate of group's

a) knowledge about topic limited exposure to information about sex stereotyping, changing work and family.

b) awareness of and attitudes about topic limited awareness of changes in labor force, some awareness of women's movement

c) interest in topic main interest is in providing interesting programs for 4H teens, increasing attendance at programs

3. Other common needs, interests, concerns, problems: almost all appreciate recognition for volunteer activities. Many do not feel they are involved in major decisions effecting 4H programs.

B. Possible assumptions and guidelines for planning program: Present program in terms of activities they could do with groups. Will need to establish and justify need for encouraging youth to have expectations beyond traditional sex-role stereotyping (why they will/may have different roles than 4H leaders). Participants want materials, ideas for immediate use.

C. Topic or Title of Program: Nontraditional Programs for Expanding Teen Roles

Name of Group 4H Volunteer Leaders Number expected 30

Date and Time June 1978 Length of Program 2 hrs.

Place of Program Cornell University, College of Human Ecology

II. Developing Your Program Objectives

Use the following as a worksheet, filling in parts 2 and 3 as you develop your program.

L E A R N I N G

	KNOWLEDGE	ATTITUDES	SKILLS
	Participants will:		
1. Observable Behavior (what audience will learn)	have increased knowledge of changes in labor and family & how these will affect young people	have increased awareness of own sex-stereotyped attitudes & expectations for others	identify activities for use with their 4H groups.
2. Conditions (program activities)	--small groups respond to short version of Knowledge Quiz --present information and discuss answers	Awareness activities: 2 Dear Abby letters-exactly same except 1 is from a female & 1 is from a male (Adapt from p. 107 of source book)	Examine descriptions of various activities & select ones to use with 4H groups
3. Performance Level (evaluation)	list 3 ways in which the labor force & family roles are changing	indicate they are more aware of sex-stereotyped attitudes	list 3 activities they will use

III. Planning the Program

OVERVIEW OF PROGRAM

Approx. Time	Approx. Length in Minutes	Activity	Objective(s)
10:00	5	Introductions, program overview.	
10:05	25	Small groups respond to Dear Abby activity.	2,3*
10:35	10-15	Individually respond to Quiz - Changing Family and Labor Roles.	1*
10:45	30	Follow with small group discussion using answer and fact sheet.	1
11:15	10-15	**Thumbs up, Thumbs Down Voting.	2,3*
11:25	30	***Small groups examine, select activities.	3
11:55	5	Evaluation.	

* Activities found in Expanding Adolescent Role Expectations.
** If time runs short, cut.
*** If time allows, each explain why chose certain activity.

IV. Explanation/Examples for Immediate Evaluation

- What are 3 ways in which work and/or family roles are changing?

- As a result of today's program, I feel my own attitudes about sex stereotyping are _____.

- What are 3 activities on sex stereotyping you can use with your 4-H group?

(Plus a few general items such as "This program was: Excellent/Fair/Poor.")

V. Details

A. Detailed Explanation of Each Part of Program

Time	Description of Activity	Person Responsible
10:00 (5)	Introduce selves, request they use nametags. Overview of program.	Both CJ
10:o5 (10-15)	Distribute Dear Abby letters in sets to tables (each table gets all male or all female - don't know they're different) Directions to group: discuss how to respond to letter, have a recorder for group.	Both DC
10:15 (15)	Rearrange groups so 1/2 had male, 1/2 had female letter. Have them compate their responses.	CJ
10:25 (5-10)	Discuss why responses differed; what assumptions were made on basis of sex.	DC
10:35 (20)	Distribute true/false Knowledge Quiz and fact sheets, assign certain questions to each table, work in groups of 2 or 3 to find answers on fact sheets.	DC
10:55 (20)	Go over answers, giving information for total group; use overhead projector.	Both
11:15 (10)	Thumbs Up, Thumbs Down Voting activity (allow for discussion of items where there are differences).	Both
11:25 (25)	Regroup according to symbols on nametags, in small groups, examine write-ups of activities, decide on 3 (could be ones used for program), could use with own 4-H group.	Both circulate and help
11:55 (5)	Hand out Evaluation of program and request they complete it before leaving.	CJ

B. Advance Preparation (List all necessary materials, arrangements, preparing of activities, etc. and who is responsible.)

	Who?
Name tags with symbols for grouping	DC
Write-up and duplicate Dear Abby letter(s), fact sheets, short knowledge quiz.	CJ
Select set of activities, duplicate 30 sets.	CJ
Coffee supplies	DC
Evaluation form - write, type, duplicate	DC
Rewrite voting activity statements so they are more appropriate for this age group.	CJ

C. Arrangements Immediately before Program

1. Room Arrangements	Person Responsible
Small Tables - 5 people at each	DC & CJ
Nametags on Tables	DC
Coffee/tea/etc. - placed at entrance	CJ

2. Materials, Media	Person Responsible
Overhead arranged for answers - Knowledge quiz	DC
Materials for program arranged in sequence of use - in	
front of room	CJ

3. Other Considerations, Details	Person Responsible
Room arrangements and materials, plus coffee ready to	
allow time to greet people as they arrive	Both

 Name(s) of Presenter(s): _____

_____

_____

PROGRAM PLANNING WORKSHEETS

NAME OF GROUP (such as business teachers, school faculty, etc.) _____

I. Planning for Your Audi nce

A. Describing the Audience

1. Characteristics of Group: _____

_____

_____

_____

_____

2. Estimate of group's

a) knowledge about topic _____

_____

_____

b) awareness of and attitudes about topic _____

_____

_____

c) interest in topic _____

_____

_____

3. Other common needs, interests, concerns, problems: _____

_____

_____

_____

_____

_____

_____

B. Possible assumptions and guidelines for planning program: _____

_____

_____

_____

_____

_____

C. Topic or Title of Program: _____

Name of Group _____ Number expected _____

Date and Time _____ Length of Program _____

Place of Program _____

II. Developing Your Program Objectives

Use the following as a worksheet, filling in parts 2 and 3 as you develop your program.

L E A R N I N G

	KNOWLEDGE	ATTITUDES	SKILLS
1. Observable Behavior (what audience will learn)			
2. Conditions (program activities)			
3. Performance Level (evaluation)			

III. Planning the Program

OVERVIEW OF PROGRAM

Approx. Time	Approx. Length in Minutes	Activity	Objective(s)

IV. Explanation/Examples for Immediate Evaluation

V. Details

A. Detailed Explanation of Each Part of Program

Time	Description of Activity	Person Responsible

B. Advance Preparation (List all necessary materials, arrangements, preparing of activities, etc. and who is responsible.)

	Who?

C. Arrangements Immediately before Program

1. Room Arrangements	Person Responsible

2. Materials, Media	Person Responsible

3. Other Considerations, Details	Person Responsible

EXAMPLES OF POSSIBLE ACTIVITIES

The following pages provide the directions for various activities. These are but a few of the activities developed, used and refined by Project MOVE staff. They are some of the easier ones to use and are favorites of groups. They may need to be modified for various kinds of groups.

Activities are:

Man and Woman
Voting
Storming Limitations
Pat's Plans
Great American Stereotype
Yes, but . . .

Man and Woman

OBJECTIVES:

1. Members will point out sex bias in themselves and others.
2. Members will increase their ability to express and clarify ideas and opinions.

MATERIALS: Copies of "Self-Rating Sheet".

TIME: 15-20 minutes.

NUMBER OF PARTICIPANTS: 10-20

PREPARATION: Make copies of the Self-Rating Sheet for each member of the group.

DIRECTIONS:

1. Ask group members to:
   a) Rate themselves in terms of each of the eight traits or characteristics in Column One of the Self-Rating Sheet. (Follow instructions found on the Self-Rating Sheet.)
   b) Add the numbers in Column One for the total score of that column.
   c) Rate themselves in terms of each of the eight traits or characteristics in Column Two of the Self-Rating Sheet.
   d) Add the numbers in Column Two for the total score of that column.
   e) Compare the total scores of Column One and Column Two.
2. Discuss the following questions:
   a) The greater the difference between the two columns, the more a person tends to conform to traditional or past sex-role standards. How great was the difference, if any, in the totals for your two columns?
   b) If you could label one column 'male' and one column 'female', which column would be male?

Sexism

c) Why are some traits or characteristics thought by some people to be 'male' characteristics while others are considered to be 'female' characteristics? Is this fair?

d) Is it good to limit the way you act to characteristics and traits given in only one of these lists?

SELF-RATING SHEET

DIRECTIONS: To rate yourself using the scale, use these steps:

1. Look at each trait or characteristic by itself.
2. Decide how often this word describes your actions. then rate yourself according to this scale:

   4 - always

   3 - usually

   2 - seldom

   1 - never

   For example, think about the first word - aggressive. Are you always aggressive? If so, give yourself a 4.

Always aggressive = 4	Seldom aggressive = 2
Usually aggressive = 3	Never aggressive = 1

COLUMN ONE		COLUMN TWO	
1) aggressive	_____	1) warm	_____
2) ambitious	_____	2) understanding	_____
3) athletic	_____	3) loving towards children	_____
4) competitive	_____	4) gentle	_____
5) physically strong	_____	5) sympathetic	_____
6) independent	_____	6) loyal	_____
7) forceful	_____	7) affectionate	_____
8) willing to take a stand	_____	8) neat	_____

Voting

OBJECTIVES:

1. Members will point out biased ideas in themselves and others.
2. Members will have increased understanding of how people their own age influence them.
3. Members will experience one technique for group involvement.

MATERIALS: One copy of the "Voting Statements" for the leader.

TIME: 10-15 minutes.

NUMBER OF PARTICIPANTS: 10-30.

PREPARATION:

1. Look at the statements and choose the statements which best suit the group. (Not all the statements have to be used; leaders may want to make up some of their own.)

DIRECTIONS:

1. Seat the group members in a circle so that they can see each other.
2. Read a sample statement.
3. Explain that group members should respond at the same time to each statement in one of the following ways. (The leader should show each response.)

   Strongly agree - thumbs up and waving of arms

   Agree - thumbs up

   Disagree - thumbs down

   Strongly disagree - thumbs down and booing

   Pass (no opinion) - arms folded across chest

4. Explain that no one must give an answer. A person can "pass" by folding his or her arms across his or her chest.
5. After the statements have been read, discuss the following questions:

   a) When you voted, did you ever look around to see how everyone else voted? Why?

b) Did everyone vote the same way in most cases? If they did, is there a reason why this might have happened?

c) Who can influence you when you are making a decision? Can people your own age influence you when you make decisions? Why?

d) Is peer pressure (the influence of people your own age on your decision) a good or bad thing?

e) How can peer pressure influence the way you act?

VOTING STATEMENTS

1. We should only have to go to school four days a week.
2. Summer vacation should be one month longer than it is.
3. A good education is important.
4. A woman's place is in the home.
5. A man's place is in the home.
6. It is the man's duty to support his family without help from his wife.
7. Women should not work if they have children.
8. A married woman should work to add to her family's financial support.
9. I could never respect a man who stayed at home as a homemaker instead of working at a job outside the home.
10. An ideal marriage is one in which the man works to support the family and the woman cares for the home and children.
11. A married woman should not make long-range plans for her own career because she may have to move when her husband gets a different job.
12. Married women should call themselves by their husbands' first and last names. (For example: Mrs. John Brown)
13. A wife's job should be as important as the husband's job.
14. If a married woman's job sometimes requires her to stay away from home overnight, this should not bother her husband.
15. A married woman's most important task in life should be to care for her husband and children.
16. If the wife works full-time, the husband should do half of the housework.
17. Taking out garbage is a man's job.
18. Men shop for groceries as well as women do.
19. Wives and mothers who work cause families to break up.
20. A good wife is one who puts the comfort and happiness of her husband first.
21. A good husband is one who puts the comfort and happiness of his wife before his own.

(OVER)

22. Women can have happy lives without having children.

23. If a man and a woman plan to have children, they should plan their careers around them.

24. Too much freedom for a married woman leads to an unhappy home life.

25. The wife and husband should share the duties of child care equally.

26. On a date, males should always pay the females' way.

27. It is more important for a son than a daughter to think about a career.

28. There are some jobs that only males can do.

29. I like having certain student clubs only for males and other clubs only for females.

30. It is important that male students learn homemaking and child care skills.

Storming Limitations

OBJECTIVES:

1. Members will identify how sex stereotyping can limit the jobs, hobbies and other activities of people.
2. Members will experience one technique for group involvement and contribute to group work.

MATERIALS: Blackboard and chalk, or large newsprint and felt markers.

TIME: 15-20 minutes.

NUMBER OF PARTICIPANTS: 8-20.

DIRECTIONS:

1. The leader will draw two columns on the blackboard and title one "Male" and one "Female".
2. The leader will ask the group to brainstorm (think of) things which males are discouraged from doing because of sex stereotyping.
3. Give the following guidelines for brainstorming.

   Brainstorming is a method used to have everyone help develop new and creative ideas. Explain to the group that:

   a) The purpose of brainstorming is to think of as many items as possible in a short amount of time.

   b) Everyone in the group should have the chance to give their ideas.

   c) Brainstorming is based on the idea that if everyone feels free to give any idea that they think of without being judged, the group will come up with a lot of creative and unusual ideas.

   d) No judgment will be made about any answer; every statement will be written down by the leader or a recorder without discussing whether it is a 'good' answer. (The leader will begin by stating, "Think of things, such as jobs, hobbies and ways of acting which males are discouraged from doing because of sex stereotyping.") For example, males are discouraged from being nurses or from learning to knit or sew because of their sex.

4. Write all of the ideas and answers the group members give so that everyone can see them.

5. Repeat #3 and #4.

6. Discuss the activity using the following discussion questions:

   a) Which list was easier to come up with? Why?

   b) Was one list longer than the other? If so, what reasons can you give?

   c) Describe the differences in the two lists. Why are there differences?

   d) There are certain "traditional" activities for men and women. How can this limit both males and females in their growth as human beings?

   e) Which characteristics are labeled by society as 'feminine' characteristics? 'Masculine' characteristics? How are these characteristics developed among boys and girls during their childhood?

   f) Are students in your school staying in traditionally male or female courses and activities? How? Why?

   g) Which group, males or females, has more personal "can'ts" or "don'ts" on the lists which you have brainstormed? Why do you think this is so?

Pat's Plans

OBJECTIVES:

1. Members will know how work and family roles and responsibilities are changing.
2. Members will be able to point out sex discrimination, sex stereotyping and sex-biased attitudes in themselves and others.
3. Members will gain experience in a different technique for group involvement.

MATERIALS: Enough copies of the male version of "Pat's Plans" for half the group; enough copies of the female version of "Pat's Plans" for the other half of the group. (NOTE: Even though they look alike, the two "Pat's Plans" are different.)

TIME: 20 to 30 minutes.

NUMBER OF PARTICIPANTS: 10-40.

PREPARATION:

1. Make copies of the two "Pat's Plans". Be sure to keep the two versions of "Pat's Plans" apart and don't let members of the group know they are different. (One has an 'X' on it, the other a 'Y'.)
2. Set up the room so the smaller groups will not be too close to each other.

DIRECTIONS:

1. Break the group into two smaller groups. (If there are more than 24 people, break the group into four smaller groups.)
2. Hand out copies of the male version of "Pat's Plans" to one (or two) of the small group(s) and the female version to the other group(s). DON'T LET ANYONE KNOW THERE ARE TWO DIFFERENT "PAT'S PLANS".
3. Have group members read the story to themselves or have it read aloud by one person in each small group.
4. After reading the story, the small groups should decide on answers for the three questions. A recorder or secretary for each group should write the answers on a piece of paper.
5. When they have finished (or after about 10 minutes), ask the recorder or secretary of each small group to tell the group's answer for question one to the entire group. Then ask each recorder to give the group's answer for question two. Finally, ask each recorder to give the answer for question three.

6. Ask if anyone noticed any differences among the group's answers. If so, what were the differences? What could have caused the differences?

7. Ask if they realize that half of the group was talking about a female Pat and the other half of the group was talking about a male Pat?

8. Use the following questions for the whole group discussion of how the sex of a person might affect the answers.

   a) Do males or females get more encouragement to go to college? Why?

   b) What are some reasons why some jobs are recommended for males and other jobs are recommended for females? Are these reasons good reasons?

   c) If someone said you could or could not do something because of these reasons, how would you feel?

X

-32-

PAT'S PLANS

A friend of yours is starting his junior year in high school. He has asked you to help him think of some job possibilities he might think about for after high school. Pat has been raised on a farm and enjoys working outside. His father has a large dairy and grain farm. His mother is a registered nurse and works in the local hospital.

Pat likes to work with people, has done a lot of volunteer work, and is well-liked by his classmates. He has been active in FFA and has won quite a few prizes with livestock. He is a good student but not outstanding. He works hard to have a B+ average.

He plans to marry a year (or two) after graduating from high school but he doesn't plan to have children right away. The person he's planning to marry is going on to college to become a doctor. She wants him to go on to college, too. He thinks he would like to go but is not sure that he can do the college work. The cost of college would not be a serious problem for his family.

1. Would you encourage Pat to go to college? Why or why not?

2. What are some jobs you would suggest that Pat think about?

3. Pat's girl friend wants him to go to college. Do you think he should go? Explain why or why not.

Y

PAT'S PLANS

A friend of yours is starting her junior year in high school. She has asked you to help her think of some job possibilities she might think about for after high school. Pat has been raised on a farm and enjoys working outside. Her father has a large dairy and grain farm. Her mother is a registered nurse and works in the local hospital.

Pat likes to work with people, has done a lot of volunteer work, and is well-liked by her classmates. She has been active in FFA and has won quite a few prizes with livestock. She is a good student but not outstanding. She works hard to have a B+ average.

She plans to marry a year (or two) after graduating from high school but she doesn't plan to have children right away. The person she's planning to marry is going on to college to become a doctor. He wants her to go on to college, too. She thinks she would like to go but is not sure that she can do the college work. The cost of college would not be a serious problem for her family.

1. Would you encourage Pat to go to college? Why or why not?

2. What are some jobs you would suggest that Pat think about?

3. Pat's boy friend wants her to go to college. Do you think she should go? Explain why or why not.

GREAT AMERICAN STEREOTYPE

MATERIALS NEEDED: Newsprint sheets, masking tape, felt tip markers, pieces of paper with symbols for random selection of small groups.

OBJECTIVES:

1. To introduce an activity to class members which they can use in workshops and in the classroom.
2. To develop a greater understanding among class members of sex-role stereotypes.
3. To initiate discussion about sex-role stereotypes.

PROCEDURE:

1. Divide the group in randomly selected sex-segregated subgroups. (The number of subgroups depends on the size of the class.) Subgroups should sit in semi-circles facing newsprint posted on the wall.
2. For each subgroup, have newsprint sheets ready to be taped to a wall with the following categories: CHARACTERISTICS, COSTS, BENEFITS.
3. Instruct class members that they are to brainstorm in sex-segregated subgroups in order:

   a) To compile a list of the characteristics of the Great American Stereotype *for their sex* and--those traits, attitudes, expectations and behaviors traditionally portrayed as exclusively and "naturally" appropriate for their sex.

   EXAMPLES:

Characteristics of the Male Great American Stereotype	Characteristics of the Female Great American Stereotype
strong	nurturant
independent	emotional
tough	domestic
athletic	chatty
mechanical	catty
aggressive	dependent
achievement-oriented	physically weak
decisive	vain about appearance
breadwinner	good with children
sexual 'stud'	indecisive
rational	lousy leaders
etc.	etc.
etc.	etc.

(*NOTE*: THE CHARACTERISTICS SHEET SHOULD BE COMPLETED BEFORE BEGINNING "COSTS" AND "BENEFITS", THE NEXT PART OF THIS ACTIVITY; KEEP THE "CHARACTERISTICS" SHEET POSTED AS A REFERENCE FOR "COSTS" AND "BENEFITS".)

b) To compile a list of the "COSTS" (disadvantages) and "BENEFITS" (advantages) of the Great American Stereotype for their sex. [TO BE DONE IF TIME ALLOWS.]

Examples of Advantages of Great American Stereotype among Males	Examples of Disadvantages of Great American Stereotype among Males
wider range of job opportunities	pressure to produce
not 'trapped' in the home	financial responsibility for family
higher wages	fear of failure
more status	suppression of emotions
more respect	discouragement of honest relationships with other males
more opportunities for physical fitness	fear of intimacy
etc.	automatically competetive
etc.	die sooner than women
	etc.
	etc.

Examples of Advantages of Great American Stereotype among Females	Examples of Disadvantages of Great American Stereotype among Females
freedom to express emotions	not taken seriously in physical and intellectual pursuits
ability to touch other women freely	less opportunity for professional advancement
live longer	lower wages
less pressure to be 'successful'	male emphasis on physical appearance
etc.	'weird' if not 'good' with children
etc.	'responsible' for housework
	etc.
	etc.

4. After completing the "CHARACTERISTICS" and (if time allows) "COSTS" and "BENEFITS" sheets,

a) Merge each male group with a female group.

b) Put all the compiled sheets in front of the new group.

c) Allow the groups to examine and compare the sheets. Encourage observations and comments.

d) Ask the group to select the characteristics listed on the "CHARACTERISTICS" sheet which ideally all humans should be allowed to develop.

e) Circle the selected 'human' characteristics.

f) Summarize by indicating that sex-role stereotypes discourage this kind of complete personal development.

POINTS TO REMEMBER WHEN INTRODUCING THIS ACTIVITY:

1. The objective of brainstorming: To allow a group to produce a maximum number of ideas with a minimized threat to individual group members.

2. The theory of brainstorming: If group members are free to express whatever comes into their heads, they will be less defensive, more productive and more creative.

3. The rules for brainstorming:

   a) Every idea is written on the newsprint without comment. The idea is automatically accepted without judgment on the part of anyone.

   b) There is no discussion. (Rationale: Ideas are meant to sprout, jump, leap and bounce from a group in a brainstorming session; discussion interferes with this process.)

   c) Quantity is the first priority in brainstorming, not quality. (Rationale: If everyone is free to express anything, quantity will breed quality.)

4. If possible, a staff member should record all ideas on the newsprint to facilitate the brainstorming process. If staff is limited, ask for a volunteer to be the subgroup recorder.

5. Subgroups should be organized by means of random selection. Have class members draw pieces of paper with symbols to determine which subgroup they should join.

POINTS TO REMEMBER WHEN USING THIS ACTIVITY:

1. The "COSTS" and "BENEFITS" part of this activity may not allow for pure brainstorming because one person's advantage may be considered a disadvantage to someone else. Limit discussion as much as possible by indicating that different perspectives are acceptable and by listing both views on the appropriate sheets.

2. Watch time; keep moving. This activity could easily go on forever.

POINTS TO REMEMBER WHEN SUMMARIZING THIS ACTIVITY:

1. This is an activity which can be used with students and other groups.

2. The learning packet distributed at the end of class will have readings which explore sex-role stereotypes.

ACTIVITY 2B: "YES, BUT..."

The drive for equal educational justice for both sexes is sometimes portrayed as a plot by a bunch of Communist homosexual Scrooges who want to destroy the red, white and blue fabric of American society, are determined to take all the fun out of romance, look like unisex eunuchs, despise family picnics as well as anything else that might encourage family harmony. Some critics of sex-fair education are capable of making gigantic and misdirected leaks in logic and sometimes characterize proponents of equal education as also automatically favoring abortion, homosexuality, the legalization of marijuana, LSD trips, anarchy and the giving away of the Panama Canal.

Just as equal education has nothing to do with the Panama Canal, neither has it anything to do with homosexuality, abortion, or getting rid of the romantic attachment between men and women. Equal educational justice is equal educational justice, fair and square; it simply means that all students should not be automatically denied educational opportunities on the basis of simplistic and archaic stereotypes.

Far-fetched arguments are common in the discussion of political and social issues: who can forget those who predicted that the Pope would control American foreign policy if John F. Kennedy, a Catholic, was elected president in 1960? What about all those dire predictions of an invasion of Guam and Hawaii if American forces withdrew from Vietnam? What happened to the claims, popular before Jackie Robinson broke the baseball color line for the Brooklyn Dodgers in 1947, that blacks would not be able to handle the pressures of professional athletics?

When discussing the topic of sex discrimination, people unfamiliar with the issue or those with a superficial understanding of it will cloud the discussion with fantasy fears and outrageously impossible predictions. They will respond to statistics and situations indicating the need for equal educational opportunity by saying, "Yes, but...": "Yes, but what about this? Yes, but what about that? Yes, but when it is spring and the moon is full, will boys who learn to cook want to kiss girls who can tune an engine?"

In responding to statements and questions about sexism in education, remember that the people making the statements are sincere, and second, that you will have to respond to their claims in some way.

Below are several "Yes, but..." arguments with which you may be confronted. Please write out how you would respond to each statement. The small groups will then share and discuss their responses.

1) Getting rid of sex-role stereotypes will cause divorce which will destroy the family which will produce juvenile delinquents which will help destroy society.

2) Students aren't interested in taking nontraditional courses. We've told them that they could and hardly anyone selected a nontraditional course.

3) In response to anything you say about sex discrimination or sex-fair teaching behavior: "Hey, when did you become such a women's libber?"

4) What you want to do is completely change roles of men and women in society: put women to work and leave men at home.

5) Boys need masculine traits; girls need feminine traits. It's worked all these centuries. So why change it?

6) The "new woman" says "me first" all the time; she is seeking her own fulfillment and not demonstrating any social responsibility. You can't have both.

Project MOVE

CHECKLIST OF SEX-FAIR TEACHING BEHAVIORS

DO YOU:	YES	NO
1. Provide the same course content for students of both sexes?	____	____
2. Provide the same learning activities and projects for students (rather than different ones on the basis of sex as providing boys with more labs, girls with more seat work)?	____	____
3. Set the same standards of behavior for all students in your classroom (i.e. attention, quiet, visiting, etc.)?	____	____
4. Apply the same standards for use of tools and equipment to all students (i.e. students of both sexes have equivalent opportunity to use all equipment)?	____	____
5. Encourage all students to be considerate and courteous of others (rather than boys being chivalrous and girls ladylike)?	____	____
6. Apply the same standards and administer the same reprimands or disciplinary actions to students for misbehavior (rather than "John, go see the principal; Jean, see me after class.")?	____	____
7. Avoid comparing boys with girls or girls with boys in respect to classroom behaviors, attitudes and accomplishments (i.e. The girls in this class are setting an excellent example)?	____	____
8. Use gender free terms and occupational titles (rather than sex specific ones as 'human' and 'person' instead of 'mankind,' 'man;' 'policeman,' 'saleslady')?	____	____
9. Avoid stereotypic phrases as 'boys will be boys' and 'girls should act ladylike?'	____	____
10. Give equivalent attention to students of both sexes (rather than more criticism for boys, support for girls, etc.)?	____	____
11. Establish the same dress code for all students (i.e. all students with hair a certain length wear hairnets, all students wear coveralls, etc.)?	____	____
12. Establish and apply the same grading system to students of both sexes (not 'allowing' for one sex to be less capable and therefore their work being graded differently)?	____	____

IF YOU ANSWERED YES TO ALL OF THESE QUESTIONS, YOU PROBABLY ARE NOT REINFORCING SEX STEREOTYPED EXPECTATIONS AND INTERESTS OF YOUR STUDENTS (OR YOU MAY HAVE

THE FOLLOWING EIGHT ITEMS ASK ABOUT AFFIRMATIVE BEHAVIORS THAT CAN HELP OVERCOME SEX-STEREOTYPING AND BIAS. HOW MANY OF THESE DO YOU FREQUENTLY IMPLEMENT IN YOUR TEACHING?

DO YOU:	YES	NO
1. Incorporate the topics of sex discrimination, stereotyping and bias into regular course content and discussions whenever possible?	_____	_____
2. Provide information to students about expanding occupational and/or family activities for both sexes in areas that have traditionally been considered appropriate for one sex?	_____	_____
3. Assist both boys and girls in recognizing that it is very likely their adult roles will include work, parenting and homemaking?	_____	_____
4. Involve students in identifying examples of sex discrimination, stereotyping and bias in textbooks, curriculum materials, media, and other course related materials as trade journals, job descriptions and application forms?	_____	_____
5. Help students identify sex discrimination and stereotyping in their education and personal lives?	_____	_____
6. Encourage students to encourage members of the other sex to consider taking non-traditional courses?	_____	_____
7. Request anonymous student evaluations concerning any sex to consider taking non-traditional courses?	_____	_____
8. Encourage students to correct you if you 'slip' and use sex specific terms or sexist generalizations (i.e. Telling a girl she did a man-size job)?	_____	_____

WHAT OTHER AFFIRMATIVE ACTIVITIES COULD YOU IMPLEMENT IN YOUR TEACHING. MAKE A LIST OF THEM:

_____

_____

_____

_____

_____

_____

_____

KNOWLEDGE QUIZ PROJECT MOVE

Instructions: The following are either true or false statements about work, families and sex stereotyping. Please circle the T for each one you believe is True and F if you believe the statement is False.

T F 1. A majority of women work because of economic need.

T F 2. Women have a much higher absentee rate from their jobs.

T F 3. Males tend to have more difficulty than females in expanding their roles beyond traditional expectations.

T F 4. The majority of families are supported solely by the father's income.

T F 5. The average woman worker is slightly less educated than the average man worker.

T F 6. More young men than women believe the woman's place is in the home.

T F 7. Today more than half of all women between 18 and 64 years of age are in the labor

T F 8. The single woman is usually employed for 40 or less years.

T F 9. The average age at which young people marry today has not changed significantly in the past 15 years.

T F 10. A majority of women who leave work to have children return to work.

T F 11. Women change jobs more often than men.

T F 12. From 1970 to 1976, there was a 33 per cent increase in households maintained only by women.

T F 13. Most unemployed men do not have the education or the skill to qualify for many of the jobs held by women.

T F 14. The average number of people per household today is four people.

T F 15. Employed women are offered fewer positions of responsibility than employed men.

T F 16. When wives work outside the home, their husbands spend significantly more time on household chores.

T F 17. The employment of mothers leads to juvenile delinquency.

T F 18. In 1976, one out of every five children under eighteen years of age lived in one-parent families.

T F 19. Most men who have worked for women supervisors do not complain about working for a woman.

T F 20. The average woman worker earns less than three-fifths of what a man does, even when each works full time.

CJF/79

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Answers to Knowledge Quiz

1. T A majority of women work because of economic need.

   Of the nearly 34 million women in the labor force in March 1973, nearly half were working because of pressing economic need. They were either single, widowed, divorced, or separated or had husbands whose incomes were less than $3000 a year. Another 4.7 million had husbands with incomes between $3000 and $7000. The Bureau of Labor Statistics estimate for a low standard of living for an urban family of four was $7386 in autumn 1972. -U.S. Dept. of Labor, Employment Standards Administration, Women's Bureau, 1974.

2. F Women have a much higher absentee rate from their jobs.

   A Public Health Service study of worktime lost by persons 17 years of age and over because of illness or injury shows an average of 5.6 days lost by women and 5.3 days lost by men during the calendar year in 1967. Significant differences were noted between men and women in the amount of time lost because of acute or chronic illness. Women lost an average of 3.7 workdays because of acute illness, whereas men averaged just 3.3 days away from work for this reason. On the other hand, men were more likely than women to be absent because of chronic conditions such as heart trouble, arthritis, rheumatism and orthopedic impairment. -U.S. Dept. of Labor, Wage and Labor Standards Administration, Women's Bureau, 1969.

3. T Males tend to have more difficulty in expanding their roles beyond traditional ones than females do.

   Research indicates that the social-emotional development of both sexes is hindered by sex-role stereotyping. Though some believe that females are more apt to be limited by stereotyping, it would appear that males are more adversely affected in many ways. There is evidence of more pressure among males to conform to the masculine stereotype earlier in life than for females to conform to the feminine stereotype. It appears to be more difficult for males than females to unlearn stereotyped behaviors. -Mussen, P.H. "Long-term Consequences of Masculinity on Interests in Adolescents." Journal of Consulting Psychology, 1962.

4. F The majority of families are supported solely by the father's income.

   In a survey conducted in 1972, the husband was the only wage earner in less than 3 out of 8 husband-wife families. In 49% of husband-wife families, both husband and wife were wage earners. Only 36% were supported solely by the husband's income. -U.S. Dept. of Commerce, Bureau of the Census, 1975.

5. F The average woman worker is slightly less educated than the average man worker.

   Between men and women workers, the gap in average (mean) years of schooling completed has been narrowing and has almost disappeared. By 1973 the corresponding means were 12.1 among women workers and 12.0 among men workers. A smaller proportion of women workers than of men were in the lowest educational groups. -U.S. Dept. of Labor, Bureau of Labor Statistics, 1975.

6. T More young men than young women believe the woman's place is in the home.

   Survey research indicates that more adolescent males than adolescent females believe homemaking and child rearing are the responsibilities of women and that "a woman's place is in the home." -Entwisle, D.R. and Greenburger, E. "A Survey of Cognitive Styles in Maryland Ninth Graders: IV Views of Women's Roles," Psychological Abstracts, 1971, and Youth, 1976, N.Y., Educational Services, American Council of Life Insurance, 1976.

7. T Today more than half of all women between 18 and 64 years of age are in the labor force.

   54% of all women 18-64 years of age are in the labor force. Statistics also indicate that more than 60% of all women between the ages of 20 and 24 are participating in the labor force. Up to the age of 55 at least 50% of all women are participating in the work force. The trend is for younger women to join the labor force at an earlier age. -U.S. Dept. of Labor, Bureau of Labor Statistics, 1974.

8. F The single woman is usually employed for 40 years or less.

   The expected work life of a woman is closely related to her marital status and the number of children she has. In the large group of women who enter the labor force by age 20, the relatively small number who never marry have a worklife expectancy of 45 years. This is about 10 years longer than for those women in the group who marry but have no children and about 2 to 3 years longer than for those who become widowed or divorced. -U.S. Dept. of Labor, Wage and Labor Standards Administration, Women's Bureau, 1969.

9. F The average age at which young people marry today has not changed significantly in the past 15 years.

   The median age at which young people marry is changing, particularly among young women. By 1976, 72% of 19-year-old girls were single as compared to 60% in 1960. Among 20 to 24 year olds of both sexes, more than 62% of the males and 42% of the females were single in 1976, compared to 53% of males and 28% of females in 1960. -U.S. Bureau of the Census, "Marital Status and Living Arrangements: 1976," Series P-20, No. 306, Washington, D.C.: Government Printing Office.

10. T A majority of women who leave work to have children return to work.

    In 1974, 54% of 15.8 million mothers of children 6 to 17 were in the work force. This figure would have been higher if included were mothers who return to the labor force after their children had grown up or passed the age of 18. -U.S. Dept. of Labor, Bureau of Labor Statistics, 1975.

11. F Women change jobs more often than men.

    The worklife pattern of women - with many working for a few years after school, leaving the labor force for

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marriage, and particularly childbearing, and returning to the labor force after their children are grown or reach school age - would tend to increase their labor force turnover. Some studies have indicated that turnover rates for women are higher than those for men. However, it can be argued that comparison of the overall difference in women's and men's rates of labor force turnover fails to take account of the influence of skill level of the job and length of service with employer, and the level of pay for the job or occupation. Comparisons of the absenteeism and labor turnover rates of women and men need to be related to those of women and men in comparable jobs and circumstances if they are to be meaningful. -U.S. Dept. of Labor, Bureau of Labor Statistics, 1968.

12. T From 1970 to 1976, there was a 33% increase in households maintained only by women.

There was a 33% increase in households maintained only by women, from 1970 to 1976. -U.S. Bureau of the Census, "Households and Families by Type: 1976," Series P-20, No. 296, Washington, D.C.: Government Printing Office.

13. T Most unemployed men do not have the education or the skill to qualify for many of the jobs held by women.

If all the married women, which does not include single working women, stayed home and unemployed men were placed in their jobs, there would still be 17.3 million unfilled jobs. However, most unemployed men do not have the education or the skills to qualify for many of the skilled jobs held by working women, such as secretaries, teachers, nurses and clerical workers. -U.S. Dept. of Labor, Employment Standards Administration, Women's Bureau, 1974.

14. F The average number of people per household today is 4 people.

In 1960, the average household had 3.3 people, and in 1976, 2.9 people. This figure is expected to continue to decline because of a number of factors: delayed marriage, more economic independence among women, an increase in the widowed population and an increase in the number of houses shared by unrelated people. -U.S. Bureau of the Census, "Households and Families by Type: 1976," Series P-20, No. 296, Washington, D.C., Government Printing Office.

15. T Employed women are offered fewer positions of responsibility than employed men.

Relatively few women have been offered positions of responsibility. But when given these opportunities, women, like men, do cope with job responsibilities in addition to personal or family responsibilities. In 1973, 4.7 million women held professional and technical jobs, another 1.6 million worked as nonfarm managers and administrators. Many others held supervisory jobs at all levels in offices and factories. -U.S. Dept. of Labor, Employment Standards Administration, Women's Bureau, 1973.

16. F When wives work outside the home, their husbands spend significantly more time on household chores.

A 1976 survey of families reported that even when employed, wives still assumed the major responsibility for household work. Although almost half of today's families have both husband and wife employed, time contributed by husbands and children to household work does not dramatically increase when the wife is employed. (Household work is defined broadly to include all home activities producing goods and services used by the family.) On the average, employed wives spend less time on household work than unemployed ones, but considerably more time than husbands. Both males and females continue in traditional roles though more females than males are assuming additional roles. -The General Mills American Family Report 1976-1977: Raising Children in a Changing Society. Minneapolis, Minn.: General Mills, Inc. 1977 and Walker, K.E. "Homemaking Still Takes Time." Journal of Home Economics, 1969, 61, 8.

17. F The employment of mothers leads to juvenile delinquency.

Studies show that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determining factor. These studies indicate that it is the quality of a mother's care rather than the time consumed in such care which is of major significance. -U.S. Dept. of Labor, Employment Standards Administration, Women's Bureau, 1973.

18. T In 1976, one out of every five children under eighteen years of age lived in one-parent families.

In 1976, only 4 out of 5 (80%) of all children under 18 lived with two parents (at least one of whom was a natural parent) compared to 88% in 1960. The decline was greater among blacks, with less than half living with two parents in 1976. Of the 20% who did not live with two parents, most were living with their mothers. -U.S. Bureau of the Census, 1976 Statistical Abstract of the U.S., Washington, D.C.: Government Printing Office.

19. T Most men who have worked for women supervisors do not complain about working for a woman.

In one study where at least three-fourths of both the male and female respondents (all executives) had worked with women managers, their evaluation of women in management was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as managers. In another survey in which 41% of the reporting firms indicated that they hired women executives, none rated their performance as unsatisfactory; 50% rated them adequate; 42% rated them the same as their predecessors; and 8% rated them better than their predecessors. -U.S. Dept. of Labor, Employment Standards Administration, Women's Bureau, 1974.

20. T The average woman worker earns less than three-fifths of what the average man worker does, even when each works full-time.

Women who worked full-time had median usual weekly earnings of $124 in May 1974. This was about 61% of the $204 reported for men. Between May 1967 and 1974, the median weekly earnings of women, in current dollars, increased by about 59% - from $78 to $124. However, when the effects of price changes are removed (the Consumer Price Index rose by about 46% between May 1967 and 1974), the rise in weekly earnings was relatively slow. For example, when measured in dollars of constant (1967) purchasing power, median weekly earnings of full-time women increased by about 11% (in constant dollars) during the same period. The gap between women's and men's earnings widened slightly between 1967 and 1974. In 1967 women's usual earnings were more than 62% of men's; in 1974 they were less than 61%. -U.S. Dept. of Labor, Employment Standards Administration, Women's Bureau, 1975.

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EXAMPLES OF POSSIBLE FACT SHEETS*

These fact sheets are from the source book, Expanding Adolescent Role Expectations, C.J. Farris, 1978. Bibliographies for fact sheets, more detailed discussion of the information, plus quizzes or checklists for the various topics are provided in the source book.

Fact Sheets:

Negative Effects of Stereotyping

The Changing Family

Education, Attitudes and Behaviors of Teachers and Counselors

Adolescent Attitudes, Expectations and Achievement

Fact Sheet on Negative Effects of Stereotyping

Research indicates that the social-emotional development of both sexes is hindered by sex role stereotyping. Though some believe that females are more apt to be limited by stereotyping, it would appear that males are more adversely affected in many ways.

There is evidence of more pressure among males to conform to the masculine stereotype earlier in life than for females to conform to the feminine stereotype (20, 16, 24).

It appears to be more difficult for males than females to unlearn stereotyped behaviors (16, 24).

Young males who score high in sex-stereotyped behaviors and attitudes also tend to score higher on measures of anxiety (9).

During the elementary years, males are referred to clinics for psychological and behavioral problems with greater frequency than females. During the adolescent years, more females are referred to professional help or seek it out (20).
Young males and females tend to receive most of their emotional attention and care from females (4).

Young people of both sexes tend to have less interaction with adult males than with adult females (4, 10, 34).

Males have fewer opportunities to learn parenting and homemaking skills and are, in fact, discouraged from participating in activities that would help them develop these skills(3,5,9).

Males tend to receive little attention or encouragement in developing and expressing feelings of concern, responsibility and tenderness for others (1, 4, 6, 10, 17, 19).

Males are frequently provided fewer educational opportunities than females to learn about human reproduction and sexuality, and generally know less and have more misinformation about human reproduction and sexuality than females (4, 18).

Generally, males are encouraged to be competitive, aggressive, independent, and physically strong; females are discouraged from exhibiting the same characteristics (1, 8, 10).

It is generally acceptable for females to express fears, anxieties, weaknesses, affections, and tenderness, it is usually unacceptable for males to express such feelings (4, 7, 8, 10).

Females are more apt to show "learned helplessness" and lack of self-confidence while males are more apt to demonstrate over-confidence and lack of concern (7, 12, 15, 20).

Young people of both sexes generally have more positive and higher opinions of masculine characteristics, and lower opinions of feminine characteristics (14, 15, 22).

Conflict can exist among both men and women when their ideal self-images differ from the stereotyped characteristics usually associated with each sex (11, 17, 19, 21).

Many females but few males indicate that, at sometime, they would have preferred to have been born a member of the opposite sex (5, 13, 15).

Research demonstrates various groups of professionals characterize mentally healthy males and mentally healthy adults as having the same characteristics: mentally healthy females are perceived as having totally divergent, even opposite characteristics of those of mentally healthy adults (3, 19).

"'Sexism' is as virulent a disease as racism; the daily struggle of meeting the stereotyped image of 'masculinity' can well be claimed for the fact that men develop more ulcers than women and die at a younger age."
--A. Hernandez

"The principle which regulates the existing relations between the sexes is wrong in itself and is now one of the chief hindrances to human improvement; and it ought to be replaced by a principle of perfect equality, admitting no power or privilege on the one side, nor disability on the other."
--John Stuart Mill, 1867

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Fact Sheet on the Changing Family

Though the rate for first marriages has been declining, marriage is still popular. In 1976, 66 percent of all Americans 18 years and older were married and living with their spouses, 95 percent of all adults age 35 and over were married or had been married at some time in their lives. (11, 14, 15)

The rate of divorce and remarriage has dramatically increased. The rate of divorce more than doubled between 1963 and 1976; approximately three out of ten marriages now end in divorce. The high rate of remarriage for divorced and widowed partners indicates their preference for marriage. After divorce or the death of a spouse, males are more likely to remarry than females. (1, 3, 14, 15)

More young people are postponing marriage. The median age at which young people marry is changing, particularly among young women. By 1976, 72 percent of 19-year-old girls were single as compared to 60 percent in 1960. Among 20 to 24 year olds of both sexes, more than 62 percent of the males and 42 percent of the females were single in 1976, compared to 53 percent of males and 28 percent of females in 1960. (11, 14, 15)

The number of people per household is decreasing. In 1790 the average household had 5.7 people; in 1960, 3.3; and in 1976, 2.9 people. This figure is expected to continue to decline because of a number of factors: delayed marriage, more economic independence among women, an increase in the widowed population and an increase in the number of houses shared by unrelated people. From 1970 to 1976, there was a 33 percent increase in households maintained only by women. (8, 10, 13, 15)

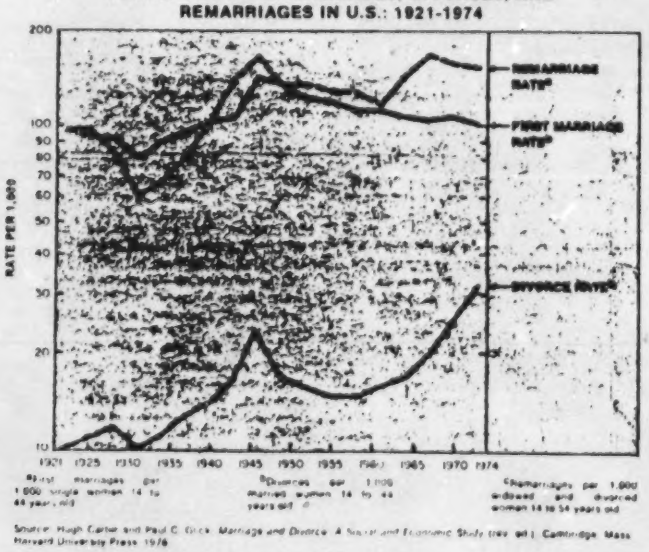
More children are living with one rather than two parents. In 1976, only four out of five, (80 percent) of all children under 18 lived with two parents (at least one of whom was a natural parent) compared to 88 percent in 1960. The decline was even greater among blacks, with less than half living with two parents in 1976. Of the 20 percent who did not live with two parents, most were living with their mothers. (12, 13, 14, 15)

Most parents of preadolescents are glad they have children. Given the chance to rethink their decision, most parents of children say they would still decide to have children. The majority agree unhappy parents should not stay together just for the sake of the children and that parents are entitled to lives of their own, even if it means spending less time with children. (4, 12)

Even when employed, household work continues to be woman's work. A 1976 survey of families reported that even when employed, wives still assumed the major responsibility for household work. Although almost half of today's families have both husband and wife employed, time contributed by husbands and children to household work does not dramatically increase when the wife is employed. (Household work is defined broadly to include all home activities producing goods and services used by the family.) On the average, employed wives spend less time on household work than unemployed wives, but considerably more time than husbands. (12, 16, 17)

Inability to adapt to changing roles results in increased marital and family conflicts. Expectations for the roles of the marriage partner are frequently inaccurate. More young women than men expect equalitarian roles in a marriage. More young men than women believe the woman's place is in the home. Men seem to have more difficulty in expanding their roles beyond traditionally stereotyped limits than women do. (3, 4, 5, 7, 18)

PERCENT OF FIRST MARRIAGES, DIVORCES, AND REMARRIAGES IN U.S.: 1921-1974



Source: Hugh Carter and Paul C. Glick. Marriage and Divorce: A Social and Economic Study (rev. ed.). Cambridge, Mass. Harvard University Press, 1976.

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Fact Sheet on Education, Attitudes and Behaviors of Teachers and Counselors

Title IX and the 1976 Vocational Educational Amendments has designated education as a change agent for eliminating stereotyped attitudes and behaviors. Many concur that the role played by classroom teachers and counselors is the key to changing and expanding students' attitudes about role expectations (4, 14, 20, 25, 31).

The professional education of teachers has perpetuated and reinforced sex-stereotyping in many ways, including enrollment patterns, administration, curriculum, course work, teaching and textbooks (21, 31, 38, 47).

Vocational teachers and administrators have been shown to hold similar but even more stereotyped views of sex roles than those held by counselors, psychologists, psychiatrists, college students and clinical social workers (2, 5, 6, 7, 9, 16, 30, 36).

Both men and women teachers tend to ascribe sex-stereotyped characteristics to typical boys and typical girls, and characteristics used to describe ideal students are similar to those ascribed to typical girls (6, 11, 12, 18, 22, 36, 27, 29, 35).

Though male and female teachers may report they do not treat students differently on the basis of sex, classroom observations have found they:

- interact more with boys, providing boys with more positive and negative attention than girls.
- interact less with girls, providing attention more for conformity and lack of or incorrect knowledge (4, 8, 11, 19, 28, 32, 39, 40, 41, 42).

High school counselors have been found to hold stereotyped views of sex roles and to discourage female students who indicate interest in non-traditional occupations (3, 9, 34, 44).

Numerous studies have demonstrated teachers' expectations, behaviors and teaching activities can result in significant gains in achievement and changes in attitudes of students (4, 13, 17, 37, 46).

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FACT SHEET ON ADOLESCENT ATTITUDES, EXPECTATIONS AND ACHIEVEMENT

Occupational Expectations

Research findings indicate that sex-role stereotyping is reflected in the knowledge both males and females have about occupations and plans for occupational training.

Both sexes tend to:

-Demonstrate sex-stereotyped responses when asked about occupational opportunities and aspirations.

-Consider women's occupational opportunities more limited than those for men.

-Demonstrate a lack of awareness about the fact that most married and unmarried women work outside of the home (2, 12, 20, 23).

More adolescent males than females usually indicate:

-They are aware of a greater number of occupations.

-They expect to have a career.

-They have higher occupational aspirations.

-They expect to achieve their occupational aspirations.

-They have received encouragement from counselors to pursue occupational training (7, 9, 11, 13, 17)

During adolescence females have typically been found to:

-Show a definate decline in career commitment.

-Increasingly limit their occupational choices to traditionally female ones.

-Have lower expectations of reaching career goals than males do.

-Believe that males disapprove of intellectual women.

-Give expectations of marriage and being a housewife as reasons for not having occupational plans (1, 7, 9, 11, 17, 23).

Attitudes and Expectations About Family Roles

Over the past few years, various surveys of adolescent attitudes and expectations about marriage and family have indicated some trends and potential sources of conflict for adolescents when they assume adult family roles later in their lives (5, 7, 18, 21, 22, 24). The surveys indicate:

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